Svetlana Khvatikova

Marva Rudder

Wiki 2- **Annotated Bibliography**

Honigsfeld, Andrea. (2009). Capitalizing on Students’ Learning Styles: Design the Best Teaching Strategies. *Insights on Learning Disabilities. Volume6(1). 13-20.* Retrieved from <http://web.ebscohost.com.ez-proxy.brooklyn.cuny.edu:2048/ehost/pdfviewer/pdfviewer?sid=f307acd4-1678-416d-a179-2dc3fb80053f%40sessionmgr10&vid=8&hid=19>

This interesting article describes the importance of assessing students learning styles. It discusses teachers using proper assessment and diagnostics tools to evaluate students of diverse cultural backgrounds. The article further explained how imperative for teachers and parents to complete enough research before diagnosing students.  One of the tools discussed in the article is called Learning-Style assessments which use various instruments to assess students’ individual strengths in different learning areas.

            Jaime S. Wurzel, W. H. (1991). Teaching Aids for Multicultural Education. *Communication Education*. Retreived from<http://web.ebscohost.com.ez-proxy.brooklyn.cuny.edu:2048/ehost/pdfviewer/pdfviewer?vid=3&hid=24&sid=f6d453a2-7a18-4dcb-80ac-15aa17cca81a%40sessionmgr12>

This article discusses the various instructional modes for a multicultural classroom setting and how they are effectively applied. This article lists six models of instruction and offers the objectives , reasoning , and mythologies.

Jones, D. (1985). Teaching about Russia. *Educational Leadership*, 61. Retreived fromhttp://web.ebscohost.com.ez-proxy.brooklyn.cuny.edu:2048/ehost/pdfviewer/pdfviewer?vid=3&hid=24&sid=be12fb36-b8db-4659-91f7-852898c4b16d%40sessionmgr12

This article discusses how to introduce cultural information into a classroom. It discusses the relevance and importance of the Russian culture and focuses on the art, geography, history, music and also values the importance of teaching students about confronting prejudices and differences.

McMinn, M. Paula. (2001). Preparing the way for student cognitive development. *Multicultural Education. Volume 9(1). 13-15.*Retrieved from <http://vnweb.hwwilsonweb.com.ez-proxy.brooklyn.cuny.edu:2048/hww/results/getResults.jhtml?_DARGS=/hww/results/results_common.jhtml.35>

This article focused on the different stages of cognitive development and how student’s culture influences the way they learn. The stages of cognitive development can be broken down into two basic models known as Peter’s/Belenkey’s stages of cognitive development.  These two models includes the  “dualistic  and  sometimes  silent  stage where  all  problems  are solvable  and answers  are  either  right  or wrong-or at one of the multiplistic stages where  anything  goes  because there  are  no right  or wrong answers.” In additional the article explains these two stages relates to multiculturalism, cultural socialization, cognitive flexibility, and knowing students skill level.

Morgan, Hani. (2010). Improving Schooling for *Cultural* Minorities: The Right Teaching Styles Can Make a Big Difference.*Educational Horizons.  Volume 88(2), 114-20.* Retrieved from <http://vnweb.hwwilsonweb.com.ez-proxy.brooklyn.cuny.edu:2048/hww/results/getResults.jhtml?_DARGS=/hww/results/results_common.jhtml.35>

Morgan Hani discusses the differences in learning styles among various ethnic groups. She explained that students from different culture learning differently. In her extensive research she found that minority students encounter problems adapting or adjusting in schools than mainstream students. She noticed they lack the knowledge, communication, and learning styles when learning. This resulted when the “teaching styles did not match the ways they communicate and learn.”

Percival, B. (2000). A true and continuing story: Developing a culturally sensative, integrated curriculum in college and elementary classrooms: a Journal for Readers, Students and Teachers of History. The Social Studies 91.4, 151-158. Retrieved from<http://search.proquest.com.ez-proxy.brooklyn.cuny.edu:2048/docview/274772051/131F37AD9364F2C0659/4?accountid=7286>

           This article deliberates a vast amount of information on how to create a culturally sensitive learning environment. It has strategies that help students develop an understanding of culture through the use of a folktale characters.

Sleeter, C. E. (2000). Creating an Empowering Multicultural Curriculum. *Race, Gender & Class*, 178. Retreived from<http://search.proquest.com.ez-proxy.brooklyn.cuny.edu:2048/docview/218830848/131F3593F0F17DACC4D/2?accountid=7286>

This article focuses on the various strategies used within a classroom consisting students of various backgrounds.  The article addresses the issues and concerns of communities and finds empowering methods of working together to solve these dilemmas in a sensitive manner. The article focuses on oppressed communities and minorities and their existing struggles which apply to the students in the classroom by focusing on strengths rather than weaknesses and facilitates cooperative learning as a whole.

Smith, Earl Bradford. (2009). Approaches to Multicultural Education in Preservice Teacher Education: Philosophical Frameworks and Models for Teaching. *Multicultural Education. Volume 16(3), 45-50.* Retrieved from<http://vnweb.hwwilsonweb.com/hww/results/results_single.jhtml;hwwilsonid=MT120HNEJC31JQA3DIMCFGOADUNGIIV0>

This article is based on the increasing diversity of students in American public schools. Some of the issues of focus are constructing curriculum, multicultural education, challenging assumptions, cultural competence and context, creating caring professionals, teacher perceptions and beliefs about culturally racially and creating different types of multicultural programs in school.

Young, E. (2010). Challenges to Conceptualizing and Actualizing Culturally Relevant : How Viable Is the Theory in Classroom Practice? *Journal of Teaching Education*, 248-260. Retreived from <http://jte.sagepub.com.ez-proxy.brooklyn.cuny.edu:2048/content/61/3/248.full.pdf+html>

This is a critical case study as well as an action research piece, it is conducted by educators and administrators who discuss cultural relevancy in pedagogy.   This journal emphasizes on building multicultural relevance based on   collected data from previous case studies that show insights on the outcomes of their former studies.

Zhang, Jian., X. (2001). Cultural diversity in instructional design. *International Journal of Instructional Media. Volume 28 (3), 299-307.* Retrieved from<http://vnweb.hwwilsonweb.com/hww/results/results_single.jhtml;hwwilsonid=FI2Y2MLEGP1WVQA3DIMCFGOADUNGIIV0>

This article explains how certain cultures have different learning styles and ethnic styles when learning in the classroom. Zhang did an extensive study on American Indians, Asian Americans, African Americans, and Hispanic Americans regarding their learning habits. He explained how each ethnic group managed their time, how differently they learn in cooperative groups, how they revered and respect their teachers, and how they are regarding discipline in the classroom.